

Naremburn School

Annual Report



2017



5578

Introduction

The Annual Report for **2017** is provided to the community of **Naremburn school** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Pat Laird

Principal

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Message from the Principal

2017 has been a year of change and reflection for the Naremburn School community. We farewelled our Principal of 16 years, Cassandra Mitchell and underwent the External Validation process in April. Both these events provided the school community with the opportunity to reassess the school's areas of strength and weakness, and be able to utilise this information in discussions for the next school planning cycle.

Positive data that was gained during the External Validation process included the improvement of Risk Assessment scores with 63.5% of students lowering their risk assessment score over a 12 month period. The Risk Assessment used was developed within our school and has a numerical value which enables staff to assess improvements for students after they attend our program. Additional data showed that 72% of students achieve the goals they set when they first began the school program. The number of days students are suspended has also decreased with one student moving from 82 days in a school year to zero.

The students at Naremburn School have the opportunity to engage in a wide range of experiences and services while attending the school in order to support their well-being and prepare them to be life-long learners and responsible citizens.

Our new School Plan (2018–2020) will be focussing on Literacy, Numeracy and STEM over the coming cycle to ensure our students are well equipped for future challenges they will face in the workforce. This in conjunction with a range of specialist programs will facilitate innovative and quality education both in and outside the classroom. Naremburn School is extremely lucky to be able to engage the services of Elena Duggan (2016 MasterChef winner) who supports students completing their senior Hospitality course, whilst upskilling junior students with their food handling and cooking skills.

Naremburn School's senior program has continued to grow and develop since it was introduced in 2016. 2017 saw another student achieve their HSC and ATAR, with four Year 11 students continuing their senior studies and progressing into Year 12. 2017 also saw the senior students successfully participate in an interstate excursion to Stradbroke Island. Students had the pleasure of experiencing a wide range of activities including sandboarding, 4 wheel driving, snorkelling, Aboriginal Education and paddle boarding.

Students have not only continued to achieve academically, but they have participated in inter-school sporting events such as soccer and touch football – which they won. Naremburn School took part in a combined school Art Show on the Northern Beaches for the exhibition “Into the Blue”. It was lovely to see the community come together and have our students hard work represented.

2017 saw other changes to Naremburn staff, this included farewelling our much loved Music Therapist Sarah who accepted a position closer to home. She has been replaced by Reanna who we welcome into this role and is well experienced and has an extensive knowledge of the music field. Ashley, our Psychologist has moved back to New

Zealand and we are now fortunate to have Dorothy who comes with a wealth of knowledge concerning the TAFE system. Dorothy is supported by the Primary Health Network.

We as a staff are looking forward to involving the whole school community in the new projects we are implementing over the next 3 years and we will continue to provide innovative and quality education for our students.

School background

School vision statement

Naremburn School's vision is to educate students in a calm, safe, supportive environment that values each student and their individual goals. It is a school that celebrates and supports each student's differences and abilities.

School context

Naremburn School is in the North Sydney area. Being a state-wide service, we are not constrained by geographical boundaries. Students who can access a train and do not pass other suitable schools can be referred.

Students who have exhausted the support offered in their mainstream public high school may be referred through the referral process. The program caters for a maximum of 35 students in years 7–12 inclusive and aims at addressing each student's academic, vocational, emotional and behavioural needs. Naremburn School prides itself at working in a team environment with students, staff, families and outside agencies for the betterment of the student outcomes.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook a self-assessment using the School Excellence Framework and participated in the External Validation process. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessed the school's progress, aligned with the standards articulated in the School Excellence Framework.

The result of this process indicated that in the domain of Learning, the school's self-assessment was consistent with the evidence presented in the 4 elements. Learning Culture, Wellbeing and Curriculum and Learning were judged at Excellent. Assessment and Reporting was judged to be Delivering and Student Performance Measures was judged at Working Towards Delivering.

In the Domain of Teaching, the school's self-assessment was consistent with the evidence presented. Effective Classroom Practice was judged to be Sustaining and Growing, Data Skills and Use was Delivering, Collaborative Practice, Learning and Development and Professional Standards were Sustaining and Growing.

In the Domain of Leading, the evidence in 3 elements was consistent with the evidence presented. Leadership and School Resources were Excelling, School Planning, Implementation and Reporting were Delivering and Management practices and Processes were Sustaining and Growing.

Our self-assessment and the external validation process will assist the school to refine our school plan and lead to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/self-evidence-guide>

Strategic Direction 1

Student welfare and well-being

Purpose

To provide a supportive learning environment where student welfare and well-being is central to all decision making.

To educate and care for each individual student; their safety, welfare, health and well-being as well as focus on their educational goals.

Students' outcomes are the focus of the school. Increased outcomes in areas of academic learning, behaviour control, life skills, life directions and healthy living now & in the future are the areas in which our students need support in order to achieve.

Overall summary of progress

The staff at Naremburn School have been able to provide a supportive environment for students where their welfare and well-being are central to all decision making.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Improved self-monitoringRevised referral risk assessments form used widely by schoolsElectronic storage is consistently used.	No funds were needed.	<p>The students are encouraged to use the self monitoring sheets.</p> <p>Risk Assessments are sent to each student' school on enrolment and are regularly updated during their time with us. The numerical value of the Risk assesment is an indicator of sucess for the student. The majority of students acheive sinificant improvements in their scores.</p> <p>Each student has a file on the electronic server which contains all their details and paperwork and this is easily accessed by the staff.</p>

Next Steps

Staff will continue to use the electronic storage of student data which will be regularly updated. Students will continue to learn to monitor and regulate their own behaviours.

Risk assessments are essential to the safe operation of the school and provide valuable information on the positive gains made by students.

Strategic Direction 2

Quality Teaching

Purpose

To provide staff with opportunities to up-skill and resources to enable the delivery of quality teaching programs, activities & lessons.

To support all staff to create and innovate quality learning opportunities. This will be achieved through the development of whole school programs and units of work, Increasing availability to resources and expanding opportunities for staff to learn.

Overall summary of progress

All teachers feel supported and are able to provide quality teaching to the students by accessing a range professional development.

Teacher only staff meetings were introduced and mentoring opportunities provided. Each staff member has an individual learning log and are able to utilise these to assist in the accreditation process.

The community is an integral part of each student's programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Term individual staff meeting with the principal• PLP monitoring• Monitor community partnerships	None needed	<p>Teachers meet twice a term with the executive team to assess programs and professional learning. Teachers are given assistance with their PDPs, accreditation and programming.</p> <p>Staff are encouraged to source and participate in Professional Development. All PD is recorded in individual staff learning logs.</p> <p>Community partnerships are being maintained and strengthened in order to support students.</p>

Next Steps

All staff will be accredited with NESAs. Staff will be logging their professional learning and regularly meet with the principal and their mentor.

Strategic Direction 3

Students as Life-long learners.

Purpose

To provide students with the required life skills and facilities to enable their transition to a mainstream school, employment or TAFE. To support all students to become competent and creative learners. This will be achieved through the development of whole school programs, establishing the year 12 class and program, increasing community partnerships, increasing the connection with students and engaging students with meaningful learning opportunities.

Overall summary of progress

The senior program is well established with some students gaining their HSC and others engaging in TAFE courses. The senior students are well connected with Sydeny Distance Education staff and this relationship is being fostered with the junior students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• IP meetings documented• Educational plan documented• All documentation is stored on the server.• Logs kept for each TAFE course, work experience and intervention a student has, in their file on the server.	None needed.	IP meetings are arranged with all the students and their stakeholders. The notes from these meetings are used to develop and Education Plan and all other relevant information is stored electronically on the shared server. The Education Plan is regularly referred to and updated by all staff.

Next Steps

A greater focus will be on future pathways for Year 11 and 12 students. Stronger ties will be developed between the school and TAFE, Universities and work education providers.

Community groups and other agencies will be encouraged to have a greater connection with the school and students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1,727 Funding.	Students had the opportunity to experience Aboriginal culture first hand when they went to Stradbroke Island. and were involved in the "Goompi" trail.
Socio-economic background	\$ 11,082 Funding was used to employ a music therapist one day a week.	Most students engage in the music therapy sessions with some students gaining the confidence to perform in front of the school and at Presentation Day. Students have an increased self esteem and learn to find a way to regulate their emotions.
Support for beginning teachers	N/A	

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	10	15	18	14
Girls	10	7	8	6

Students enrol and leave at any time of the year. This data is a snapshot at one time of the year. Numbers of students in the school vary according to their needs. The school has a capacity of 35 students.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	3.59
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	6.18
Other Positions	0.2

*Full Time Equivalent

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

Professional learning and teacher accreditation

All staff are fully accredited with NESA. Staff attend courses on Adolescent Mental Health, CPR, Anaphylaxis, First Aid, Budgeting, School Planning, PDP's and Surf Safety.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	236,731
Revenue	1,376,819
Appropriation	1,364,351
Sale of Goods and Services	280
Grants and Contributions	9,213
Gain and Loss	0
Other Revenue	0
Investment Income	2,975
Expenses	-1,387,078
Recurrent Expenses	-1,387,078
Employee Related	-1,305,483
Operating Expenses	-81,595
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-10,259
Balance Carried Forward	226,472

- Naremburn School has a finance committee that meets regularly during the year to assess the needs of the students and school and how best to use the funds allocated. The staff acknowledge that many families experience financial strains and subsidise many of the student activities. Students also receive breakfast and lunch each day supplied out of school funds.
- Naremburn School employs a music therapist out of our general funds as well as a Food Technology trainer.
- A major project for the school was the rebuilding of the school bathrooms. This began in 2017 but was not finished until the beginning of 2018. The funds for this will come out of next years budget.
- Funds that have been kept aside for major projects will be spent on developing our kitchen to

become a hospitality training space that will be used by our students and students from other centres and schools.

leadership; 95% in achievement and 100% in support.

Policy requirements

Aboriginal education

Each year the staff take the opportunity to involve the students in an Indigenous program, This year students who travelled to Stradbroke Island had the opportunity to be educated in the ways of the local indigenous people by attending The Goompi Trail Education Program. They were instructed in the art of throwing boomerangs and were able to try bush tucker as well as being able to learn about Aboriginal history of the area.



Multicultural and anti-racism education

Two teachers are trained in anti-racism (ARCO) . All incidents of disagreements between students are dealt with using the ARCO guidelines as these are useful for addressing many issues. Students have been involved in programs which focus on anti-racism and anti-discrimination with the school fostering an environment of acceptance of other people's beliefs and

Other school programs

Naremburn School has a very successful Music Therapy program which the students enjoy and actively participate in. Students choose to perform their new found skills in front of the other students and at presentation day.

Elena Duggan (winner of Masterchef 2016) is engaged in the school to support the senior students in their hospitality outcomes and also assists in the upskilling of the junior students..

The Government's Chaplaincy program allows us to employ a School Wellbeing Support Officer 2 days a week. Marlaine assists the student in many ways, taking them to appointments, helping them with job seeking as well as just being there when they need help.

The Primary Health Network supports our school by supplying a counsellor on Wednesdays. Many students engage in this program improving outcomes for their emotional and social development.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	336,529
Base Per Capita	10,224
Base Location	0
Other Base	326,305
Equity Total	12,809
Equity Aboriginal	1,727
Equity Socio economic	11,082
Equity Language	0
Equity Disability	0
Targeted Total	969,433
Other Total	0
Grand Total	1,318,770

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Parent/caregiver, student, teacher satisfaction

Informal surveys were conducted and opinions were sought from parents throughout the year.

Increased focus on drug support, mental health, student retention to Year 12 and pathways after year 12 were most commonly suggested. As a result we have engaged with Catholic, Mission Australia and Streetwork to support young people wishing to take proactive action on these issues. The youth workers from Planet X have also supplied support the students around a variety of topics.

A formal survey was conducted in term four of 2017 which returned excellent results across all areas of enquiry; leadership, achievement and support. Future directions were developed from the informal surveys. The parents rated the school as 95% in